

## Multimedia appendix 2 Study outcomes

Authors	Intervention	Outcome measures of interest	Mental Health Literacy sig.	Symptomatology sig.	Help seeking behaviours/intentions/attitudes sig?	Stigma sig
Christensen et al [31]	Blue pages or MoodGYM with weekly follow up by lay interviewer	<b>Symptoms:</b> CES-D/ATQ <b>MHL:</b> (Depression, Medical, Psychological & Lifestyle literacy scales) D-Lit/CBT-Lit	<b>D-Lit: BluePages Vs Control &amp; MoodGYM:</b> Yes, Significant improvement ( $P<.05$ ) <b>CBT Literacy:</b> MoodGYM VS BluePages & Control: Sig. Improvement ( $P<.05$ )	<b>ITT analysis:</b> <b>CES-D:</b> BluePages Vs Control: Significant (CI, 95%=2.9* (0.6-5.2)) MoodGYMVs Cont: Significant (CI, 95%: 3.2* (.9-5.4)) <b>ATQ:</b> Significant MoodGYM Vs Con (CI, 95%: 6.1*(1.9-10.4)) <b>Effect sizes pre-post:</b> MoodGYM : 0.4 BluePages : 0.4 Control : 0.1	NA	NA
Costin et al [32]	Health E-cards	<b>Symptoms:</b> CES-D <b>MHL:</b> Beliefs and Knowledge about help seeking, recognition of depression (Based on Jorm 1997 (Insert ref)) <b>Help seeking:</b> AHSQ , GHSQ	<b>Mental Health Literacy:</b> No , except improved beliefs relating to formal help seeking ( $P=.02$ ) as well as benefit of interpersonal psychotherapy ( $P<.001$ ) across interventions	CES-D: Not significant	<b>AHSQ:</b> No <b>(GHSQ):</b> Partly ( $P<.001$ ) (formal sources) in intervention groups	NA
Deitz et al [33]	Web-based youth mental health program for carers	<b>MHL:</b> Knowledge of childhood depression and anxiety <b>Mental health attitudes:</b> ATTSPH & Attitudes about emotional and mental health problems in youth/ Treatment self efficacy and confidence in ability to address mental health issues in children NOTE: additional scales employed not reported here	Yes, Increase in all Mental Health knowledge domains except parenting skills relative to control ( $f=7.43$ , $p<.008$ ) Significant differences between I and C in self efficacy in handling Mental Health problems ( $f=12.73$ , $p=.000$ ). No other significant results	na	No significant difference I Vs C on ATTSPH	na

Farrer et al [34]	BluePages/MoodGYM with and without tracking	MHL: D-LIT / CBT-LIT Stigma: DSS Other: Audit/ EUROHIS-QOL	D-Lit: Overall non significant omnibus, but some moderate to large effects sizes reported: Web Only (d=.31) and Web with tracking (d=.01) compared to control. Tracking only Vs Web Only (d=0.37) and Web with tracking (d=0.73)  CBT-LIT: Both web interventions significantly improved CBT Literacy. Web Only (d=.71) and Web with tracking (d=.80) compared to control. Tracking only Vs Web Only (d=0.92) and Web with tracking (d=1.03)	na	na	DSS: Non-significant interaction effects, but significant between condition outcomes: Web only (d=.94) and web with tracking (d=.17) compared to control, Web only (d=.96) and web with tracking (d=.24) compared to tracking only
Finkelstein, Lapshin [35]	Depression stigma reduction (CO-ED web based system)	Symptoms: PHQ-9 MHL: DKS, D-LIT, RTS Stigma: BSDS (MDD & HIV)	Sig. increase in depression knowledge (p=.00008)	NA	NA	Internet-based education significantly decreased the level of depression stigma on all measures (BSDS-MDD 10.6 ± 4.4 versus 7.2 ± 4.4, p < 0.001; DSS-personal 12.7 ± 7.2 versus 7.8 ± 5.3, p < 0.001; DSS-perceived 21.7 ± 5.5 versus 12.4 ± 5.5, p < 0.001).
Griffiths et al [36]	Blue pages or MoodGYM with weekly follow up	Symptoms: CES-D Stigma scale: 18-item self constructed MHL: D-lit/CBT-Lit	Increase in D-lit scores in BluePages: D-lit=-4.28, p<0.001 MoodGYM:=-0.7, p<0.02 CBT lit Blue pages: -1.47, p<.001 and MoodGYM: -2.84, P<.001	Decrease in CES-D scores: 3.32, p<.001	NA	Small decrease in personal stigma, but not perceived stigma  Effect sizes personal stigma (ITT): 0.12 (BluePages), 0.11 (MoodGYM), -0.07 (Control) Effect sizes perceived stigma:

Gulliver et al [37]	Web-based mental health literacy and destigmatization/ Depression and Anxiety Symptom feedback condition	<b>MHL:</b> D-Lit , A-Lit <b>Help Seeking:</b> ATSPPH-SF , GHSQ, AHSQ <b>Stigma:</b> DSS, GASS	<b>D-LIT:</b> Significant interaction between condition and measurement occasion ( $F_{6,69.41} = 2.47$ , $P = .03$ ). Effect sizes relative to control: mental health literacy/destigmatization condition ( $g = 0.90$ , 95% CI 0.05–1.75), feedback condition ( $g = 0.13$ , 95% CI –0.66 to 0.92), and help-seeking list condition ( $g = -0.34$ , 95% CI –1.11 to 0.44). <b>A-LIT:</b> Sig. interaction between condition and measurement occasion ( $F_{6,67.51} = 3.99$ , $P = .002$ ). Effect sizes relative to control: mental health literacy/destigmatization condition ( $g = 0.90$ , 95% CI 0.05–1.75), feedback condition ( $g = -0.33$ , 95% CI –1.12 to 0.47), and help-seeking list condition ( $g = -0.10$ , 95% CI –0.87 to 0.67).	NA (K10 used at intake, but not reported on in terms of outcomes)	Positive trend towards seeking help from formal sources in Mental Health literacy/destigmatization condition Vs. Control ( $p=.06$ )	<b>DSS:</b> mental health literacy/destigmatization condition decrease on D-Lit relative to all conditions from pre- to post.Between group effect size: mental health literacy/destigmatization condition ( $g = 0.25$ , 95% CI –0.57 to 1.06), feedback condition ( $g = -0.15$ , 95% CI –0.94 to 0.65), and help-seeking list condition ( $g = 0.26$ , 95% CI –0.51 to 1.04), but improvement was not sustained at 3 month follow-up. <b>ASS:</b> Significant mental health literacy/destigmatization condition significant decrease in ASS from pre- to postintervention relative to the feedback condition only. At 3 months follow-up mental health literacy/destigmatization condition was superior to all conditions; mental health literacy/destigmatization condition ( $g = 0.50$ , 95% CI –0.41 to 1.41), feedback condition ( $g = 0.12$ , 95% CI –1.02 to 0.78), and help-seeking list condition ( $g = 0.04$ , 95% CI –0.78 to 0.87).
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Kiropoulos et al [38]	Multilingual Depression information website (MID-online)	<b>Symptoms:</b> BDI-II <b>MHL:</b> D-Lit <b>Stigma:</b> DSS	<b>D-Lit:</b> Yes, intervention Vs control: (P<.001), Significant pre-post improvement d=-1.78	BDI-II: Not significant	NA	DSS: Intervention Vs Control: Significant personal stigma (P<.001) Only: Pre-post: Personal stigma, Intervention: d=.83/Control: d=.06  Perceived stigma: Intervention: d=-.14/Control: d=.16
Li et al [39]	Web-based social network game (facebook)	<b>Mental health literacy</b> (knowledge and understanding of MH concepts and application of skills) not validated	Significant improvement (participant analysis (D=.65) and ITT (D=.66))	NA	NA	NA
Lintvedt et al [40]	internet-based self help (Norwegian MoodGYM and BluePages available)	<b>Symptoms:</b> K10/Ces-D / ATQ* <b>MHL: Treatment Depression Literacy</b> (TDL)(Depression, Medical, Psychological & Lifestyle literacy scales)/CBT-Lit	Yes, significant between group differences in depression literacy (d=.56) (ITT analysis)	Yes, Ces-D: Improvement in intervention group (d=.57)/ATQ between groups sig. (d=.50)	na	na
Rotondi et al [41]	Web-based psychoeducational intervention (4 hour pre-workshop on survival skills)	<b>Symptoms:</b> SAPS <b>MHL:</b> KASI	<b>Patients:</b> knowledge about diagnosis (d=.88) / not sig. other KASI domains relative to controls. <b>Carers:</b> Sig. Improvement knowledge about prognosis (d=1.94) no other sig. effects	<b>Patients:</b> Improvement in positive symptoms (d=-.88)	NA	NA
Roy et al [42]	PTSD information online	<b>MHL:</b> PTSD knowledge questionnaire (Not described in detail)	Significant improvement in PTSD knowledge (d=1.2). Interaction effect of education suggestion those with less education might benefit more	NA	Follow up suggest 57% had taken action to help service member	NA

Shandley et al [43]	Online gaming program (Reach Out Central)	<b>Symptoms: K10</b> <b>MHL:</b> 1 question <b>Help seeking:</b> 10 point scale <b>Stigma:</b> Brief questionnaire (not described) <b>Other:</b> <b>Coping:</b> CSI-SF <b>Resilience:</b> RS <b>Alcohol use:</b> AUDIT <b>Life satisfaction:</b> SWLS	Slight increase in MHL for females reported (pre-intervention:87%/Post intervention: 90%)	not significant	Sig. increase in help seeking willingness (n2=0.06) particular for females	No significant difference
Taylor-Rodgers, Batterham [44]	Brief online psychoeducation	<b>Symptoms:</b> GAD-7/PHQ-9 <b>MHL:</b> A-LIT/D-LIT/ Literacy of Suicide <b>Help seeking:</b> ATTSPH-SF/GHSQ <b>Stigma:</b> DSS/ GASS/SOSS	<b>A-LIT:</b> Sig. between group effect (d=.65). <b>D-LIT or Literacy of suicide:</b> Not Sig.	<b>GAD-7 or PHQ-9:</b> Non-sig.	<b>(ATTSPH-SF):</b> Sig. Between group effect over time (d=.58)	<b>DSS:</b> Significant between group reduction (d=.53)

#### Symptomatology

CES-D Center for Epidemiologic Studies Depression Scale  
 ATQ Automatic Thoughts Questionnaire  
 BDI-II Beck Depression Inventory  
 SAPS Scale for Assessment of Positive Symptoms  
 PHQ-9 Patient Health Questionnaire 9  
 GAD-7 Generalized Anxiety Disorder 7  
 K10 Kessler Psychological Distress Scale

#### Mental health literacy

D-Lit Depression Literacy Questionnaire  
 CBT-Lit CBT Literacy questionnaire  
 KASI Knowledge About Schizophrenia Interview  
 A-Lit Anxiety Literacy Questionnaire  
 DKS Depression Knowledge Survey  
 RTS Resistance to Treatment Survey

#### Help seeking scales

AHSQ Actual Help Seeking Questionnaire  
 GHSQ General Help Seeking Questionnaire  
 ATTSPH-SF Attitudes Toward Seeking Professional Help-Short form

#### Stigma

DSS Depression Stigma Scale  
 GASS Generalized Anxiety Stigma Scale  
 SOSS Stigma of Suicide Scale  
 BSDS Bogardus Social Distance Scale

#### Other

CSI-SF Coping Strategies Inventory Short-Form  
 RS Resilience Scale  
 AUDIT Alcohol Use Disorders Identification Test  
 SWLS Satisfaction With Life Scale  
 EUROHIS-QOL European Health Interview Survey-Quality of Life  
 BSDS (MDD & HIV) Bogardus Social Distance scale (Major depression & HIV)